

VISIT...

LANZAROTE
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Tutor Teaching Tips

Repeated Reading • Q-1

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards;
Game board;
Markers

Introducing the Passage 5 minutes

Read part 1 of the passage *Sharks* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency 5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 110 words per minute at at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meanings of words relate to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding 5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following sample questions:

What is the passage about? (sharks)

How are sharks different from fish? (sharks have a cartilage skeleton)

What are sharks shaped like? (torpedoes or airplanes)

If time permits, repeat the steps above using part 2 of the passage, *Sharks*.

Optional Activity 5–10 minutes

PLAYING A WORD GAME: Shuffle the game cards and stack them word side up on the table. Have the child draw a card, read the word, and tell you both the comparative (-er ending) and the superlative (-est ending). Have the child check the answer on the back of the card. If the child is correct, he/she moves a marker on the game board the number of spaces indicated on the card. If the child is incorrect, he/she cannot move. Have the child place the card at the bottom of the stack, and it is your turn to draw a card. Repeat the game as time permits.

Part 1

Sharks are fish, but they are different from most other fish.	11
Sharks have no bones. Instead, their skeletons are made of	21
cartilage, which is the same material that forms our outer	31
ears. This makes sharks very flexible and light.	39
Sharks are the great hunters of the world's oceans. They	49
have an excellent sense of smell and are able to see well	61
in poor lighting. Sharks can sense the slightest movement	70
of other animals.	73
Sharks come in many sizes. Some dogfish sharks are only	83
a few inches long. The whale shark is the largest fish in the	96
world. It can grow as long as two buses and can weigh as	109
much as three elephants. Most sharks have powerful,	117
streamlined bodies to help them swim quickly and catch	126
their prey. They have pointed noses and long, slender	135
bodies that look like torpedoes or airplanes.	142



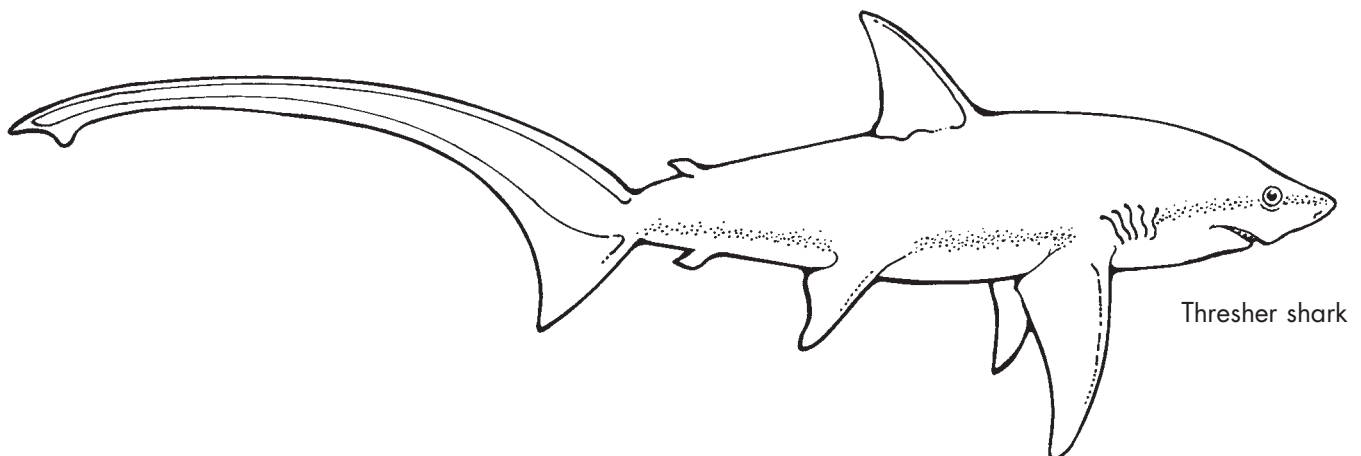
Mako shark

Part 2

Sharks swim by swinging their tails from side to side. They 11
 have fins on the top, sides, and underside of their bodies. 22
 Fins help sharks steer, turn, and keep their balance. 31

Most sharks have many rows of teeth. When one tooth 41
 breaks off, the one in the row behind it moves up to take 54
 its place. Many sharks have jaws that fit loosely in their 65
 heads. Their jaws can swing forward to bite prey, and 75
 then pull the food back in toward the shark's stomach. 85

Most sharks are fish eaters. Many of the largest sharks eat 96
 sea lions, dolphins, and other sharks. These large sharks 105
 have triangular teeth with edges as sharp as knives. The 115
 teeth point backward to help the shark catch and hold onto 126
 its prey. They also help the shark tear its prey into chunks 138
 that it can swallow. 142

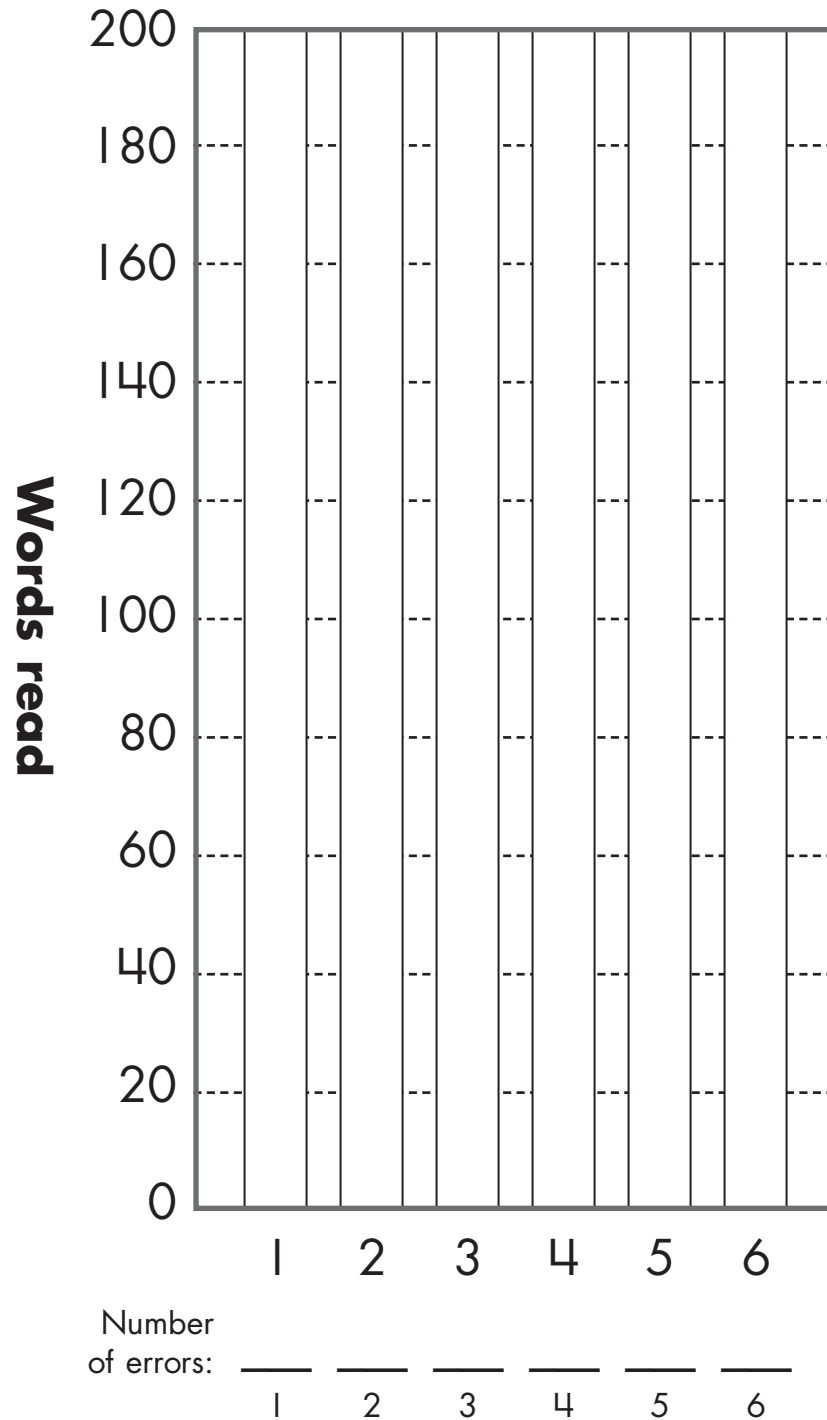


Fluency

Repeated Reading Bar Graph

Lesson Q-1

Name _____ Date _____



Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Fluency

 Game Cards (FRONT)

Lesson Q-1

strong

long

slight

large

light

few

good

great

bad

tough

smooth

swift

sharp

close

safe

small

Directions: These game cards are two-sided. Print or copy back-to-back to make one set of cards.

Fluency

 Game Cards (BACK)

Lesson Q-1

larger
largest

1

slighter
slightest

5

longer
longest

2

stronger
strongest

3

greater
greatest

3

better
best

5

fewer
fewest

4

lighter
lightest

2

swifter
swiftest

4

smoother
smoothest

3

tougher
toughest

2

worse
worst

5

smaller
smallest

1

safer
safest

3

closer
closest

4

sharper
sharpest

5

Fluency

Game Board

Lesson Q-1

